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The Board of the Michigan Association of Colleges for Teacher Education (MACTE) supports striking the Basic Skills Examination (BSE) requirement entirely from the Revised School Code (Draft 1531 No BSE).

MACTE is in agreement that removing the BSE requirement for those who already hold a bachelor's degree makes sense. The educator preparation institutions predicated this recommendation on research that clearly shows there is no correlation between a score on a basic skills exam and one's ability to teach. It is for that same reason why we strongly support the basic skills exam requirement be removed for all teacher education candidates.

Limiting institutions to a one-size fits all measure limits quality applicants who have deep subject knowledge and substantive life and work experiences from entering our programs and positively influencing the lives of children. The repeated financial costs and time dedicated to a measure that has no correlation to quality teaching is burdensome to our students. Many people who are challenged by the BSE simply choose to switch to a major they are not as passionate about completing. The BSE is but one of many measures used by programs to admit teacher candidates, to counsel people out, and to assure that we have quality program completers. We are required to use valid and reliable instruments that measure professional dispositions, pedagogy, and professionalism in addition to assuring that our cohorts have a 3.00 GPA or better and that they have successfully passed the Michigan Teacher Test for Certification subject tests in all content and speciality areas for which they will teach. We argue that these other measures are better indicators of, and gateways for, successful future teachers. EPIs are attending to these areas and provide verified evidence that we are doing so.

We contend that the rigorous national accreditation standards aligned with Michigan standards, rules, and laws as a requirement in Michigan for all teacher candidates gives us assurances that we are graduating people who are of high quality. Annual evaluation by the State reported as Educator Preparation Institution (EPI) scores and the seven-year extensive national accreditation evaluation provides evidence of accountability for meeting these standards.

Timeline of BSE and Accreditation

The EPI Performance Score has three underlying measurement goals:

1. Ensure that the EPI has prepared candidates to be effective classroom teachers through exposure to content and pedagogy.
2. Ensure that the EPI has the capacity to prepare teachers effectively and demonstrates continuous improvement related to MDE's priorities.
3. Ensure that the program graduates meet standards for effectiveness aligned to MDE policy (EPI Score Report, 2016).

Annually teacher preparation programs are evaluated on their three-year pass rate on the Michigan Test for Teacher Certification (content test required for license and endorsement), surveys of student teachers, supervisors etc. and teacher effectiveness scores of graduates in their first three years of teaching. The strength of this approach is that it allows the State and the institution to identify strengths and weaknesses and, in the case of weaknesses, come up with plans to improve the programs.

National Accountability: Council for the Accreditation of Educator Preparation (CAEP):

<http://caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-061716.pdf?la=en>

The CAEP standards document is attached below. The five standards are:

- Standard 1. Content and Pedagogical Knowledge;
- Standard 2. Clinical Partnerships and Practice;
- Standard 3. Candidate Quality; Recruitment, and Selectivity;
- Standard 4. Program Impact; and
- Standard 5. Provider Quality Assurance and Continuous Improvement.

Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

EPIs provide evidence of meetings this standard in a variety of ways, including but not limited to

- MTTC pass rates;
- Course-level standards aligned assessments with valid and reliable rubrics;
- Observational assessment of candidates during student teaching aligned with teacher evaluation instruments approved by MDE;
- Student teacher performance assessments by faculty and expert classroom teachers;

As stated above, CAEP Standard 3 requires high quality candidates be admitted to programs, but it does allow for flexibility for case by case situations based on the expertise of the college/university. CAEP Standard 3.2 requires a minimum “group” average GPA of 3.0 and 50th percentile scores on national tests of mathematics, reading and writing. (Groups are defined as students in the same program. For example all elementary future teachers are one group, all secondary future mathematic teachers are another, special education - cognitive impairment a third, etc.). The group definition is critical. This standard assures high quality candidates be admitted while still allowing for programs to be more nimble and flexible in their use of valid and reliable measures that provide better data regarding candidate assessment. This flexibility is important to our success. Limiting this to one basic skills examination limits our ability to stay current and to be proactive in assessing our candidates at the highest levels. (This standard also includes recruitment strategies etc., that go beyond the point of this brief). Sample data may include, but is not limited to:

- Major/minor GPA at time of admission to the program (typically junior year);
- Overall GPA; and
- ACT/SAT.

Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

CAEP also evaluates programs based on the success of the graduates in the field as measured by P-12 student learning, teacher effectiveness (as measured by the State), employer satisfaction, and graduate satisfaction. This is where the true test of the success of the program is measured. Sample data include but are not limited to:

- Surveys of employers on satisfaction of our graduates;
- Educator effectiveness ratings of our candidates on the job;
- Evidence of P-12 student learning;
- Focus interviews and surveys of graduates on their satisfaction of the programs; and
- Employment rates and locations of completers.

Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and